



Accreditation Report

Legacy Preparatory Academy

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

In 2006, Legacy Preparatory Academy opened as a Kindergarten through ninth grade (K-9th) school serving 500 students in the North Salt Lake area. After experiencing high academic success and strong enrollment during the significant growth and development in the surrounding two mile radius of LPA, we decided to expand.

In 2009, LPA was granted a charter amendment to expand to a K-12th grade school serving up to 1000 students. The amendment allowed LPA to build a new campus in Woods Cross, just three miles northeast of the original campus. Expanding Elementary grades (K-5th) would occupy LPA's original building (South Campus) while expanding Middle School grades (6th -9th), as well as the new High School grades, would occupy the new campus (North Campus). During the first three years of the expansion, enrollment grew to meet or exceed expectations in the Elementary and Middle School grades; however, student numbers in the 10th, 11th, and 12th grades were lower than expected.

In the spring of 2013, after much deliberation, LPA decided to return to a K-9th grade school, serving a total of 1200 students. This amendment again called for an immediate increase in student numbers in all Elementary grades. Specifically, the lower Elementary grades (K-4th) would increase from 78 to 108 students per grade, which would occupy the South Campus; and the upper Elementary grades (5th-6th) would increase from 78 to 112 students per grade, which would occupy the top floor of the North Campus. LPA would also begin the process of rebuilding enrollment in the Junior High grades (7th-9th) to 140 students per grade, which would occupy the main floor and portables of the North Campus. Because waiting lists have generally been strong for the lower Elementary grades, LPA was not surprised that during the last 2 years of expansion, we have easily exceeded enrollment goals in Kindergarten through fourth grade. We've also been pleased that enrollment in the 5th and 6th grades have met expectations. Due to the loss of the High School two years ago, LPA did lose some interest in the Junior High. We are glad to report that LPA is on track to rebuild numbers in the Junior High. LPA continues to enroll new seventh grade students coming from other nearby Elementary schools. LPA's Junior High enrollment has started to grow again with the establishment of a strong FLEX program and a targeted marketing plan to let students know of LPA's upcoming new Leadership program and an increase in student activities.

LPA's October 1st student population for the 2014-15 school year is 1064 students with 84.1% Caucasian, and 15.9% of the population identifying themselves as either Hispanic, American Indian, Asian, African American, or Pacific Islander. In addition, 18.5% of LPA's population are economically disadvantaged, 8.4% receive Special Education services, and 1.4 % are identified as Limited English Proficient.

In September, 2014 because of LPA's strong financial status developed by returning to a K-9 school and achieving strong academic performance, LPA qualified for 'moral obligation' bond financing and obtained new bonds at much lower interest rates. As a result, LPA has been building new construction at the north campus during this current 2015-16 school year. The addition includes a new Fine Arts Wing with big classrooms for dance, art, theater, and music, as well as a Media/Computer Lab. There is also a new area for the upper elementary grades with classrooms, break out rooms, and an additional computer lab. Students will be moving into new classrooms soon and vacating portables. This is a very exciting time.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

VISION and MISSION

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
- Integrate fine arts to enhance learning
- Teach the value of public virtue to promote respect
- Engage parents as real partners to share in enriching student education
- Honor each child as an individual and foster their innate curiosity and desire to learn

MOTTO

Learning the Past, Creating the Future

PHILOSOPHY

Education gives children the opportunity to learn from great minds of the past (e.g. Aristotle, Thomas Jefferson, Galileo, and others). When understood, this gift allows them to create a better future for themselves and the world they live in.

Quality education should embrace and magnify a child's innate curiosity to learn. LPA will strive to provide a strong foundation of knowledge and learning skills to support the educational path a student may choose to pursue. Classical Education constructs this foundation by giving priority to mastery of mathematics and language arts. Emphasizing fine arts will strengthen the learning process and develop a creative and reasoning mind.

Parental involvement is crucial to a child's academic success. LPA will do all in its power to encourage meaningful parental participation. Collaboration among the student, parent, and educator is also an essential component for success. School hours, methods of communication, and homework schedules are designed to recognize the importance of family time and support.

Character education is imperative to the creation of a responsible and contributing member of society. LPA's educational environment will support the development of positive character traits such as respect, integrity, and hard work. The fusion of intellect and character will enable the student to become a productive, conscientious citizen.

CLASSICAL EDUCATION

Student academic achievement is the primary goal of LPA. We believe that when students are fluent in the basic foundational knowledge of the major disciplines they can move on to effectively express their knowledge and master higher-level skills. Therefore, the foundation of LPA's instruction focuses on mastery of fundamentals.

Mastery is defined by the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in a subject matter with increasing degrees of challenge and considerable practice. As students master the fundamentals, instruction focuses on
SY 2014-2015

sequential building of conceptual knowledge and promoting independent expression of knowledge. Finally, instruction focuses on individual internalization of conceptual knowledge, expressed in extensive written work and verbal presentation, preparing LPA students for advanced study.

These levels of instruction and learning follow the classical education model of the Trivium- grammar, logic, and rhetoric. The grammar stage in kindergarten through fourth grade encourages students to absorb facts and to build a strong foundation of knowledge and skills. The logic stage, which starts in the upper elementary grades, builds on the grammar stage and encourages students to see connections, analyze facts, ask questions, and organize information to see how facts fit together into a logical framework in order to develop critical thinking and creativity. The rhetoric stage, which starts in the ninth grade, and is dependent on a strong foundation of knowledge and the instruction of logic, will provide students with opportunities to develop self-expression in both writing and speech. LPA respects this well-founded, proven educational model and uses it in selecting and implementing the school's curriculum.

CURRICULUM and INSTRUCTION

The process of choosing curricula is based on scientifically researched evidence in order to achieve the maximum learning and teaching environment possible. Each of our programs is chosen based on the research that these methods are sound and achieve results for the broadest range of student levels and abilities. LPA's curriculum and classroom instruction support our academic mission and philosophy. LPA's curriculum includes Core Knowledge Sequence materials and Direct Instruction programs, such as Reading Mastery, Spalding, Saxon, and Connection Math Concepts. Instruction for reading and math skills is administered in achievement groups in the elementary and in leveled classes in the junior high. LPA ends school early on Wednesdays so teachers can work to analyze data in PLCs during development of intervention plans for students. Also, because organization is an important component of academic achievement, LPA students work with organizational tools, such as learning plans and planners, to assist them in becoming independent students and in organizing their school work.

FINE ARTS

LPA recognizes that music education and the arts in general, are research-based methods that enhance learning and can improve a student's ability to create, think and reason. Music, Direct Instruction, and other research-based models for learning are employed by LPA. Students in grades K-4 take music and art classes that include studies of the masters of art and music as well as rhythm training, movement, singing, small instruments, drawing, and painting. Music and art lessons are often supportive of content lessons in language arts, history, or science.

Students in grades 5-9 choose fine arts electives from choices in the areas of dance, drama, music, or art. LPA provides several choices that allow each student the pleasure of pursuing an art form in more depth and perhaps leading to a talent to be enjoyed for life. As in the elementary grades, lessons are often integrated with Language Arts, history and geography.

CHARACTER EDUCATION

LPA staff, including administration and teachers, have organized and maintained a strong foundation of positive behavior management for the school and for each classroom. LPA offers students excellent training and instruction in citizenship through its character education programs. The Safe and Civil Schools program, which includes CHAMPs, a program of classroom management, is utilized at LPA. This program enables students to learn in an environment based on positive reinforcement, respect, and high expectations for behavior as well as academic effort. Students feel secure knowing that each classroom follows a behavior management plan that is based on clear expectations and positive feedback.

LPA also developed a school-wide program that promotes a safe environment for learning which includes school guidelines that encourage students to strive for excellence and to learn and emulate values that support public virtue and promote respect.

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School Guidelines: "Legacy Lions Live about the Line by Showing Respect for All and Striving for Excellence"

Eight Keys of Excellence: Integrity, Failure Leads to Success, Speak with Good Purpose, This Is It, Commitment, Ownership, Flexibility, Balance

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Legacy Preparatory Academy (LPA) was founded by parents dedicated to providing students a rigorous education through a robust classical education model. Nine years later, it is a notable achievement that our stakeholders, including parents, staff, and students, consider LPA's purpose and direction to still be focused on student learning and success. Another notable achievement, according to our stakeholder surveys, concerns governance and leadership. Specifically, students and parents believe teachers and administration have high expectation of students, and staff believes that LPA leaders expect them to hold all students to high academic standards. Closely related to high expectations of students is the recognition that all parents, students and staff agree that in the area of teaching and assessing, curriculum and learning experiences at LPA are challenging.

Not only do LPA's stakeholder surveys illustrate our achievements of having a clear and strong purpose and direction, high expectations of students, and demanding curriculum and learning experiences, but so do LPA's self-assessment reports and student performance data. During the accreditation process, LPA established five committees to review the five standards of accreditation with each committee reviewing one standard. Most committees rated and/or reported that LPA has a strong mission and direction and that we have high expectations of teachers and students with challenging curriculum. Additionally, LPA's student performance evaluation reflects high student expectations. Specifically, in the analysis of LPA's student performance, we've learned that our students have performed above demographic predictions, provided by the Utah State Office of Education (USOE), in both Science and Math. According to 2014 SAGE test results, LPA's Math proficiency was 49% compared to the predicted 44% and our Science proficiency was 55% compared to the predicted 51%. LPA students also scored better than Davis School District averages, and state averages in Science and Math. Although LPA's SAGE Language Arts proficiency score of 48% was slightly lower than demographic predictions of 49%, our students are still performing above DSD and state averages.

LPA has also focused on areas of improvement. First, as we've looked at feedback provided by our stakeholder surveys, we recognize a contrast between feedback from parents and staff and that of students in regards to stakeholder involvement. Parents and staff acknowledge that there are many opportunities provided for stakeholder involvement at LPA. However, students, especially Jr. High students, don't believe that the school considers student opinions when planning ways to improve the school. An example of this might be that parents and staff consider LPA to be a safe learning environment because they participate in efforts to maintain safety while student don't recognize safety as a strength or weakness.

A second area of improvement identified in our stakeholder surveys by parents, staff, and students is the need to strengthen procedures to address the learning needs of individual students. According to parent and student feedback, this is a greater need in the Junior High than in the Elementary grades. Although LPA does have dedicated time for PLCs to address the needs of students below mastery, there is a need for better defined procedures and tools to address student skill deficits. We need to build stronger collaboration of support services within PLCs to coordinate instruction and supports to better address individual student needs. This concern was also identified in self-assessment committee reports which specified that LPA needs to strengthen PLCs by protecting PLC time and building greater collaboration between PLCs in addition to developing better follow-up procedures from data analysis to better track student progress.

A third important area of improvement identified by all of LPA's stakeholders centers around student support services. Specifically, LPA needs to strengthen counseling and career planning support and access to library and technology resources. Though stakeholder surveys

communicated greater concerns in these areas, the self-assessment resources and support systems committee reported that there are strong resources and plans for more resources at LPA, but we need to build more awareness within the LPA community.

Other areas of improvement as reported by parent and staff in LPA's stakeholder surveys and in self-assessment committees include the need to provide greater support to new teachers and the need to continue efforts to maintain a distinction between board responsibilities and school leadership.

Looking ahead, Legacy Preparatory Academy has developed plans to help our areas of improvement become areas of achievement. First, LPA is excited to develop greater student involvement through student leadership roles and ownership of academic progress as outlined in our student support plan. Second, both our student support and academic plans address strategies designed to strengthen support of individual student needs. The student support plan identifies the acquisition of greater tools and strategies to monitor RtI procedures while the academic plan provides professional development and curricula in reading, writing and math to strengthen instructional methods used to meet the needs of individual students. Third, plans to strengthen counseling and career planning support are incorporated in our student support plan as are strategies addressing other areas of improvement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

LPA did not set goals concerning the integration of Fine Arts because there was no indication in our feedback that there were weaknesses or deficiencies in this area. However, we want to express appreciation to our fabulous Fine Arts teachers who work diligently to provide amazing programs, award winning teams, beautiful art fairs, and performances in theater, dance, and music. LPA will continue to support Fine Arts and support integration and collaboration of Fine Arts into core subjects.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Mission Statement Fine Arts - Website Classical Education - Website Character Education - Website LPA Effectiveness Goals, 2014-2015 February 2014 - LPA Amendment Request PLC and FLEX Development Plan Elementary Faculty Agendas Teacher Retention Committee Minutes Learning Plans Builders Newsletters Directors Newsletters Homeroom Emails Mission Statement and Keys of Excellence Posted at both Campuses 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Screenshot of One Point Interventions Manager Write-up of RtI Program Pre-Service Training Schedule Faculty Agendas PLC Agendas (Staff, Grade Level, Department) Teacher Retention Committee Minutes Staff Handbook IEP and 504 Goal Review Sheet Common Assessments Core-Knowledge Sequence for Saxon Math Classical Education Spalding Review CHAMPS Keys of Excellence Classroom Organization Policy Para-educator Responsibilities Doc Letter of Understanding LPA Network Acceptable use Policy 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •Vertical PLC Agenda DIBELS Test Arrays Lesson Progress Chart (LPC) Board Agendas Community Council action Plan RtI Form Mastery Report 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Legacy Preparatory Academy has a clear purpose and direction that commits to high expectations for learning. Action steps have been implemented helping to improve and communicate the purpose of the school. First, the mission statement is directly connected to LPA's charter in providing a classical based education with an emphasis in fine arts. Second, LPA's Board and Builders organizations are completely dedicated and devote an enormous amount of time to serve the school. Third, faculty and students commit to maintaining a safe and civil community by living above the line while striving for excellence. Faculty and students also promote a caring and accepting community by demonstrating the eight Keys of Excellence which promote positive interactions and help stop the negative effects of bullying. Fourth, high expectations for learning are achieved through our smaller-sized ability groups, PLCs, and the RtI program. The smaller-sized ability groups provide students the support needed to make growth towards mastery. Fifth, faculty and staff use data from assessments to drive instruction in the classroom. In addition, data analysis helps to determine what professional development and curriculum changes need to be made. LPA also supports staff members become highly effective educators by providing mentors, protected PLC time, academic coaches, and regular administrative evaluations.

As Legacy Preparatory Academy works towards continued improvement, a few areas have been identified as needing improvement. LPA faculty and leadership need to further document clear goals which promote student success and follow up with these goals at regular intervals. Although these goals are discussed regularly in faculty and PLC meetings, more documentation would be helpful for staff to monitor their progress and to positively impact student learning. A more thorough analysis of data gathered from data-driven programs could also occur during these meetings. Once again, this analysis already occurs but a more thorough documentation process should be implemented. With the advent of the new SAGE testing, LPA has a great opportunity to maintain a record of and refer to data gathered from this test in order to improve student learning. More academic and behavioral data about specific students should also be made available to both the Elementary and Junior High schools as the students continue through the school year to year. Many students attend LPA grades K-9 and the faculty has a unique opportunity to draw on previous teachers' knowledge in order to improve the learning environment for all students.

Maintaining the many successful programs implemented at Legacy Preparatory Academy is extremely important. To do this, LPA needs to continue using its data-driven programs including One Point, RtI, and SPED Goals. Currently, LPA is in the process of creating more reports from these programs in order to increase their effectiveness. LPA will also maintain its focus on student success by continuing the policy of reviewing and referring to the mission statement for all meetings. LPA faculty and leadership will continue to support each other and to hold each other accountable to high standards. PLC's and grade level meetings, to name just a few groupings, provide an excellent venue for faculty and leadership to improve upon and discuss their goals and the future of LPA.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Staff handbooks •School handbooks •2014-2015 Board Reporting Calendar December 2014 LPA Budget Summary Board Meeting Minutes IDEA Policies and Procedures LPA Administration Succession Plan LPA Financial Policy Revised 6/2012 Revised LPA Performance Based Compensation Plan (2014) 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •LPA 2014 Final Audit Parent Survey 2013-14 Board Member Agreement 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Parent Student Handbook Board Member Agreement 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Retention Committee Recommendations Board Agenda Community Council Minutes 10/2014 Executive Summary 11/2015 Board Mtg Minutes Jr. High Bell Schedule LPA Charter App Director November Board Reports (Elem & Jr. High) Ombudsman notes Parent Student Handbook Parent Survey Results Review of PLC Goals and Tasks Revised LPA Performance Based Compensation Plan-2014 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Board Meeting Agendas & Minutes Community Council Agenda & Minutes Board Newsletter Builders (Parent Volunteers) Description Charter Fidelity Monitoring Review Survey Directors Newsletters Public Comment Policy Finance Committee Presentation Retention Committee Recommendations Review of PLC Goals and Tasks 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Board Agendas Collaborative Team Coaching Observation Form Elementary Administration & Support Staff Employee Policies and Procedures 2014-2015 Board Minutes Review of PLC Goals and Tasks Revised LPA Performance Based Compensation Plan 2014 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Legacy Preparatory Academy operates under strong governance and leadership that promote and support student performance and school effectiveness.

LPA's Governing Board has worked diligently with the administration to establish policies and support practices that ensure effective administration of the school. The Parent Student Handbook and the Employee Policies and Procedures Handbook provide clear and thorough guidelines for operations and are accessible on the school's website. Many of our policies and procedures embody LPA's purpose, although these connections could be stated more explicitly. For example, the Behavior Management Process and Application of Consequences procedure should connect to our Mission Statement, which includes the teaching of public virtue and promoting respect. LPA promotes academic rigor and has various structures to ensure effective instruction and assessment for all students, guided by policies regarding Rtl, regular team monitoring, and IDEA. The administration has developed a new performance-based compensation plan that incentivizes quality teaching and professional growth. This plan will roll out in its full implementation next fall. LPA has a clear Financial Policy that provides systems to protect its resources and to ensure best accounting practices are followed, and their business manager at Red Apple provides monthly financial reports to the board.

The Governing Board at LPA operates responsibly and functions effectively. Board members sign a Board Member Agreement and Conflict of Interest Disclosures. These documents define roles and responsibilities and a code of ethics. The Board conducts an annual self-evaluation and the annual parent survey includes questions about the governing body. Scores on the parent survey indicate general satisfaction with its operations. Compliance with policies, procedures, laws and regulations is evident in a clear financial audit. An area where the Board can improve is in its professional development. While they conduct annual training on Utah's Open and Public Meetings Act, as required, and time is scheduled each month for board development, this effort could be more systematic. Some board members have participated in governance trainings, but this is not consistent. It is recommended that the board develop a revolving development calendar

and require all board members to complete the Governing Board Online Training program from the USOE. In addition, to enhance accountability of each board member, the process of evaluation could have an added process to evaluate individual members.

The Board ensures that LPA's administration has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Members are frequently reminded of the importance of governance, rather than management, and the board meeting agendas and minutes reflect this philosophy. Agendas list "How well?" questions, and minutes demonstrate that board actions involve policies, not minutiae. LPA's Communication Policy guides stakeholders with concerns to start with the parties involved and to work their way up, as necessary, to the Board. This process demonstrates the Board's respect of the school's leadership to manage issues within their responsibilities. Another example of maintaining a clear distinction between the roles of the Board and the administration is in the process employed to develop and approve the new compensation plan. Administration and Staff Retention committees worked to develop recommendations, and the Board approved the plan. Board Member Agreements outline board roles and governance guidelines, ensuring continuation of current implementation.

LPA's leadership and staff strongly foster a culture consistent with its purpose and direction. They deliberately and consistently align their decisions and actions towards continuous improvement to achieve the school's purpose. Professional Learning Communities (PLCs) provide avenues for progress toward goals. The Governing Board reads the LPA Mission Statement at the beginning of each meeting as a reminder of the school's guiding principles, and they follow a revolving reporting calendar to ensure they are monitoring all areas of its Charter Agreement. At LPA, we believe that all students can achieve success, and we provide a myriad of supports to accomplish that goal--for example, achievement groups, FLEX and DEEP programs, Response To Intervention, and weekly team meetings. Parent surveys reflect "high expectations for students in all classes." All stakeholders are held accountable for that student learning, as seen in the Parent Student Handbook, elementary Learning Plans, PLCs, and board meeting academic reports. LPA leaders demonstrate their active and consistent support of innovation, collaboration, shared leadership, and rigorous professional growth through its many committees: PLCs, the Community Council, the Builders presidency and committees, Staff Retention Committees, and Board sub-committees such as Finance, Expansion, Endowment, Student Privacy, and Field Improvement. The Board Member Agreement gives direction to delegate to committees, and this process is defined in the Charter Agreement.

These various opportunities for shared leadership and involvement at LPA also demonstrate leadership's effective engagement of stakeholders in support of the school's purpose and direction. Efforts are continually made to improve the communication of such opportunities and successes. Parents believe the school provides opportunities to be involved, but their perception of school communication has room for improvement. LPA communicates in multiple ways, including its website, a Facebook page, and frequent email messages. The Governing Board has recently adopted a new format for its messaging to more clearly distinguish its role from administration's and to better engage all stakeholders in its actions. The efforts of the Board and administration to increase a sense of community and ownership have yielded clear results. At the last Governing Board Retreat, they engaged a consultant to facilitate increased collaboration between the board, administration, and staff. Representatives from all groups worked together to set goals, and the Staff Retention committees were formed. From the work of these committees, increased teacher satisfaction has been reported, and we hope to see its effects on retention rates. Buoyed by these successes, LPA leaders are committed to seek more opportunities to involve stakeholders in committees.

The leadership and staff supervision and evaluation processes at LPA result in improved professional practice and student success. We focus our criteria and processes to improve professional practice and to ensure student success. LPA has always strongly supported teacher development through explicit instructional coaching, and now provides mentors and PLCs. The administration observes classroom teaching and provides performance reviews twice a year. They use the Observer Tab tool to record performance in a way that is uniform and transparent. The Governing Board also conducts a performance review of the Executive Director at least annually. LPA uses state teaching and leadership standards to evaluate performance and set goals, and processes are in place to work with staff members who need significant improvement. The Employee handbook states that formal reviews will be conducted at least annually, and the Board has

requested a revision of policy to include two reviews per year, completed by the spring. The results of the supervision and evaluation process are used to monitor and effectively adjust professional practice and improve student learning. This can be seen in Professional Improvement Plans, Corrective Action Plans, and staff training sessions. PLCs set goals to improve in areas that are discovered in reviews, and the performance-based compensation plan rewards such progress.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Core Knowledge Sequence •Saxon Math Curriculum •Spalding Curriculum •Keys of Excellence •DWA & CRT Test Results •180 day plans •Common Unit Assessments •Teacher Evaluations. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Elementary LPC Form •Elementary Student Tracker •Jr. High PLC Department Agenda •Elementary Coach Evaluation Form •Jr. High and Elementary 180 day plans •Jr. High and Elementary Lesson Plans 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •LPA Charter •One Point Interventions •Weekly PLC Minutes •i-Ready •Utah Compose •Computer Lab Calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Administrative classroom observation protocols and logs •"Observer Tab" 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •K-5 180 day Art Plan •Jr. High Cross-grade Collaboration •Lesson Progress Chart (LPC) •Mastery Connect •Response to Intervention (Rtl) including FLEX •"One Point" screenshot •SAXON Course 1 & 6/5 •Vertical Alignment 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Learning Plans Teacher Websites PLC Common Formative & Summative Assessments DIBELS Reading Checkout Data Rtl and FLEX data i-Ready Utah Compose Mastery Connect 8-Keys of Excellence CHAMPS Program 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Character Keys Professional Learning Communities Mentoring Reflection Sheets 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parent Builder's Website Weekly and Monthly Newsletters Field Trips, Culminating Activities (found on the Events Calendar) "One Point" (SIS) - parent view Learning Plans Back to School Night Packets Study Guides Spelling & Vocabulary Lists 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Excerpt from School Charter Monthly Advisory Report FLEX Attendance Sheet 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Policies, processes, and procedures on grading and reporting •5 Minute Evaluation Form Classroom Checklist DI Evaluation Form Health Disclosure Teacher Evaluation Rubric Writing Evaluation Form Core Knowledge Evaluation Form LPA Evaluation Form 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Beginning of Year Training•Faculty Meetings Yearly Itinerary•Special Education Training•LPA Evaluation Forms	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities. LPA uses a variety of curriculum including Core Knowledge, Saxon math and the recent addition of the Spalding program. There is some evidence that the education received at LPA prepares students for the next level, much of as a result of high learning expectations for like classes. Emphasizing the Eight Keys of Excellence LPA is able to provide a rich character education curriculum for all students to improve their life skills.

LPA is a data driven school and nowhere is this more evident than in the monitoring and adjusting of curriculum and assessment. Teachers and administrators have an array of tools at their disposal to achieve vertical and horizontal alignment of curriculum and fulfill our statement of purpose. Furthermore, these tools are used not only daily but also on a larger scope when curriculum is added or revised.

LPA encourages challenging and critical thinking lessons. LPA follows the grammar, logic, rhetoric stage of thinking, as shown in their charter, but there is no system to show that teachers follow through with this all throughout a student's journey at LPA. In order to improve in this area LPA is going to start implementing cross curricular lessons in the lower grades that increase in student collaboration and critical thinking as they move into Junior High. These new instructional methods will also improve teacher consistency with respect to the application and integration of knowledge. While the aforementioned is a concern, LPA teachers personalize instructional strategies and interventions to address individual learning needs of each student primarily through the use of para-professionals.

Administrative and peer leadership is extremely important in any school and likely more so at nontraditional public schools that have a more defined charter. School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they are aligned with the school's values and beliefs about teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning and use content specific Standards of professional practice.

The long held practice of teachers locking themselves in a classroom for 180 days and teaching students how only they believe they should be taught is outdated and worse, detrimental to the education of students. All staff members of Legacy Preparatory Academy participate in collaborative learning communities that meet both informally and formally on a regular schedule. Staff members implement a formal process that promotes productive discussion about student learning. LPA has a Team Meeting and Group Intervention Procedure in place that teachers and instructors follow. The implementation of more focused PLCs/grade level teams is relatively new to LPA. As such, there is only occasional collaboration across grade levels.

Due to the nature of LPA's Charter, consistent teacher training and monitoring and the collaborative atmosphere among staff, students have very clear learning expectations and standards of performance. This is further magnified due to the low turnover of students. Rules and expectations are posted in similar locations in each classroom. In kindergarten through sixth grade, teachers send home learning plans with students, which notifies the students about what they will be learning in school each week. Even the utilization of oral, choral, individual and group assessment during instruction is consistent year to year. There is little to no learning curve at the beginning of each year due to individual teacher expectations.

Legacy Preparatory Academy has designed and implemented curriculum, instructional design, and assessment practices that ensure teacher effectiveness and student learning.

First, teachers attend eight additional days of training before the beginning of each school year; see training agenda. New teachers to LPA learn basics and more experienced teachers are able to collaborate with one another about how to best support student learning. Weekly school wide and team meetings help ensure educators' valuable resources as well as teaching moral conduct and reinforcing high standards for their students and themselves - See yearly faculty meeting agenda.

Second, LPA engages families in many meaningful ways and keeps them informed of their children's learning progress. Parents are encouraged, as per the school charter and parent/student handbook, to volunteer a minimum of 20 hours per school year. Many opportunities are provided by teachers including, but not limited to, surveys, school calendars, field trips, culminating activities, learning plans, back to school nights, early release days and math lab. Parents can easily access all information about LPA through our school website, legacyprep.org, Jr. High teacher websites, and through our Student Information System called One Point. Parents also receive a weekly newsletter in grades K-6 and a monthly newsletter from the Jr. High.

Third, the school is structured so that students in K-6 have a homeroom teacher with an Instructional Aide in every class with a maximum student/teacher ratio of 14:1. Jr. High students are provided a Homeroom teacher through its FLEX program and can be assigned to an Advisor teacher in extreme cases. The Homeroom teachers receive, on a daily basis, a report identifying students who need additional support along with a portion of their course performance data.

Fourth, grading policies are very important at LPA. Grading policies are created on a team/department level and are reinforced by Team Leads, Instructional Coaches, and Administration. During Professional Learning Committee meetings, policies, processes, and procedures are evaluated and discussed and changes are made as needed. Administration regularly checks grade books to make sure teachers are following the grading policies. Each student in kindergarten through 6th grade is given a learning plan at the beginning of each week that

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they are required to keep throughout the week to keep track of assignments and other activities going on at school. The Stakeholders are asked to sign the learning plan each day to illustrate their understanding of the policies, processes, and procedures that are established in their student's classroom. Junior high classes are given a class disclosure at the beginning of the year that outlines the expectations of each teacher. Jr. High teachers send student updates electronically via email and our student information system, One Point. Each Jr. high teacher maintains a course website to keep stakeholders informed of classroom expectations, events and progress. Legacy Preparatory Academy has also provided the Stakeholders with the school website as another resource to inform them of events, uniform policies, and the curriculum set up in the classrooms.

Fifth, it is very important at LPA for all staff members to participate in a continuous program of professional learning. Each year the content of LPA's trainings are evaluated and geared towards the changing needs of our school and our students in order to ensure that we maintain the high standards that are expected for our teachers and staff. Monthly training meetings are adapted to the current needs of the school. Our teachers are also provided with weekly staff trainings and regular evaluations by administration, department heads/academic coaches and mentors.

Finally, LPA supports continuing learning opportunities for our teachers to meet the unique learning needs of the student. LPA uses grade reports created twice weekly for Junior High and weekly for Elementary Professional Learning Communities to identify struggling students. Staff discuss what has been done and what can be done to help each student with their individual needs using all available resources including 504 and Special Education where needed. Teachers and staff are responsible to seek out more information and help when needed to meet the individual needs of the students in the classroom. Staff is encouraged and required to share ideas and learning supports that work with specific students during weekly meetings with other teachers. Special Education provides insight and support when needed.

The desire for continuous improvement has helped Legacy Preparatory Academy identify areas of needed improvement. While coaches are utilized heavily in leveled group situations, it is recommended that coaches be sent in to help first year teachers in the homeroom class. This would ensure new teachers would have support in acclimating to the culture and procedures unique to LPA. It is also recommended that formal evaluation be developed for the purpose and outcome of culminating activities and field trips. We would like to see training for parents on the Math and Reading program so they can help their child at home, parent training on effective at home reading interventions for children below grade level reading standard, and implement parent surveys on the usefulness of our learning plans and how we can improve them. A team assessment of parent involvement throughout the year is needed to discuss and create a plan to help us increase the number of parents involved in the classroom.

In addition, better methods for FLEX can be put into place to ensure the students, particularly at the junior high level, have a better advocate for their needs. It is recommended that the Academic Director, Assistant Academic Director, and/or Department Head do a quarterly check into each teacher's One Point grade book to determine the fidelity of the grading policy within each grade and/or department.

As a way to improve our trainings, we would like to provide more opportunities for out-of-house professional development that is tailored to specific teacher needs. Our recommendations include: 1. Special Education Department develop specific training based on needs expressed during weekly Department/PLC meetings and shared in a timely manner to specified teachers. 2. A teacher may seek out and be compensated for (day does not count against personal days) attending an off-campus training specific to the needs of his/her students. Recommendations to improve the process of evaluating the professional learning program are to create and follow a rubric that rigorously and systematically evaluates it.

Sustaining the school's current strengths in curriculum, instructional design and assessment practices is very important to LPA. Faculty and staff will continue to monitor student assessment results taken from both classroom instruction as well as break out tiered instruction. These results will continue to drive teacher instruction in the classroom and give vital information regarding student need. Curriculum maps will be

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continuously refined and developed to make certain daily instruction matches state standards. Coaching will continue to be provided for all teachers and Administration will continue to provide specific professional development for all teachers geared toward student needs. For example, Spalding 1 training was provided to all K-6 teachers to achieve a greater alignment with the new Language Arts State Core regarding integration of subjects. Professional Learning Communities will continue to have dedicated planning meetings at least three times per month. Finally, Legacy Preparatory Academy will continue to use One Point as its student information system and regularly keep parents informed with monthly and/or weekly newsletters. This will ensure that parents have multiple accesses to important information taking place in their child's education.

Action steps for improvement needs in the areas of curriculum, instructional design, and assessment practices have been put into motion. Training and coaching will be provided on the explicit teaching model and student engagement to increase student involvement during each lesson. Vertical planning meetings have and will continue to take place to ensure students will have continued success in the areas of Language Arts and Math. Mentoring will continue to take place. It will be done on a grade basis with discussions directed by the Lead Mentor and will take place during Professional Learning Community meetings monthly. Parent committees have been developed to create a plan to help us increase the number of parents involved in the classroom. LPA has adopted a new program, Observer Tab, which will help systematically track the professional development of all teachers and staff. Additional coaching has been suggested for new teachers and this has been taken into consideration and will be implemented soon. Professional Learning Communities have been developed and are currently working on common assessments for all grades and subjects. Teachers will continue to be trained on the new SAGE testing and related support sites. More opportunities for professional development will be presented to teachers.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Job descriptions 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Photo evidence of materials. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Parent - Student Handbook •School Website •Teacher Websites 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •Policies are found in the Parent-Student Handbook •Screen Shots of programs available to teachers and students •USOE keyboard standards 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Counseling Referral Form Health Information documents Bully Prevention program documents Child Find training Child Abuse/Neglect training Crisis plan 504 process flow-chart Character Building program documents Social Skills program curriculum Health & PE standards and program Jr. High Course Request form Suicide Prevention training Community Resources list on website "How To" office book School newsletters PBIS documents Admin referrals for behavior Counseling Program plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of referral process •Documents related to counseling: assessment, referral, educational, and career planning 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Legacy Preparatory Academy utilizes many resources and services that support its purpose, which is to provide a classically-based curriculum that is thorough and challenging, integrate fine arts to enhance learning, teach the value of public virtue to promote respect, engage parents as real partners to share in enriching student education, and honor each child as an individual and foster their innate

curiosity and desire to learn. One of LPA's strengths is the hiring of qualified professional and support staff. LPA has clearly defined policies, processes, and procedures that school administrators follow to ensure that the school has qualified professional and support staff who share the vision of LPA's Charter. Sufficient qualified teaching staff are hired to maintain desired professional and support staff to child ratios. LPA employs a homeroom teacher and two classroom instructors in Kindergarten and both a teacher and an instructor in all elementary classrooms grades 1-6. LPA Jr. High employs sufficient qualified teaching staff to maintain classroom sizes no larger than thirty students per class. Another strength is the use of instructional time, material resources, and fiscal resources. Detailed monthly budgets track the revenue and expenditures of the school. Instructional time is protected and used to its fullest potential. In order to facilitate continuous improvement of instruction and operations, teachers and support staff participate in training before the start of the school year and participate in professional development throughout the year. A third strength is the maintenance of a safe, clean, and healthy environment. Our Parent Student Handbook details the definitions and expectations of safety for our school. Signs posted throughout the school offer constant reminders of health, cleanliness, and safety standards and expectations for all who attend, visit, or are employed by the school. Fourth, LPA uses a range of media and information resources. Overall, teachers and students have a good network to access information about the school and to communicate with one another. Teachers have access to a variety of informational resources and technology such as the UEN website, Mastery Connect, i-Ready, typing.com, Utah Futures, Smart boards, and projectors.

Another important strength of LPA is the provision of support services. A clearly defined process for making referrals and conducting IEP or 504 evaluations is outlined in LPA's SpEd Reference Manual, Professional Development handouts and is maintained by the Special Education Director and 504 Coordinator. The Child Abuse and Neglect Reporting Policy and the School Bullying and Harassment Policy are clearly defined in the Staff Handbook and the Student/Parent Handbook. These processes are outlined to staff during yearly training and handouts are provided to teachers as a reference. A Needs Assessment is conducted annually to assist the school counselor in identifying general school social and emotional issues to be address through school-wide programs. Physical needs of students are identified by providing a health information form in the Student Enrollment Packet and by conducting vision and hearing screenings. Programs are in place for supporting the social, emotional, and career planning needs of students, such as the Career and Technical Education (CTE) program, Utah Futures, the Bullying Prevention Program, college and career readiness planning meetings, Junior Achievement, PBIS (Positive Behavior Interventions & Supports), and social skills classes. Academic supports are provided through the use of achievement-based groups for reading and math instruction as well as through intervention programs such as LPA's FLEX program.

Legacy Preparatory Academy recognizes some areas in need of improvement. First, efforts made to improve the safety, health and cleanliness of the facility need to be systematically evaluated regularly, and currently they are only being monitored. Second, all school programs need to be evaluated regularly using valid and reliable measures, and then the data gathered from these measures need to be used to regularly evaluate all school programs, not just academic programs. Third, improvement plans for programs that meet the social, emotional and physical needs of students need to be developed and implemented regularly according to the data gathered through the annual Needs Assessment.

In order to sustain our areas of strength, Legacy Preparatory Academy plans to continue with many of the policies, procedures, and programs currently in place. LPA will continue to utilize resources such as teachers-teachers.com in order to obtain highly qualified staff. The use of detailed budget reports will continue. School calendars and schedules will be maintained as well as continued professional development opportunities, staff training, and Professional Learning Communities. Data tracking forms are currently in place to assist teachers in identifying student needs so that available instructional time can be most effectively utilized. The programs available at LPA are designed for and provided to all students. We want to continue offering these programs to our students, but we think staff would benefit from more professional development on how to effectively implement these programs. Although not an exhaustive list, LPA will continue with the school counseling program, the Keys of Excellence Character Education Program, Physical Education, and Positive Behavior Interventions and Supports. The achievement groups and FLEX program will be continued as well, given that they have been instrumental in achieving student success. According to survey results, IT support through H-wire is meeting staff needs in this area and will continue. The position of

Safety Coordinator was recently established and will be maintained. Routine fire and earthquake drills are conducted and consistently recorded. These pieces of evidence allow us to continuously track the conditions of health, safety, and cleanliness within our school. An intervention tracking program was recently developed through the school's student information system. This program has increased LPA's ability to track and monitor the interventions and supports that are in place for students. Policies and procedures in the Staff Handbook and the Student/Parent Handbook are in place and are clearly defined. It is recommended that these policies and processes continue to be implemented and regularly updated to include new processes that may be considered best practice or those that become required by law. These systems are in place and will carry forward in the future to keep our school performing at the highest level.

Along with plans to sustain current areas of strength, it is recommended that school personnel develop plans to improve Legacy Preparatory Academy's areas of need through collaborative efforts and through analyzing relevant data gathered from reliable and valid measures. For example, forming a safety committee could be useful to improving our process for evaluating the improvement of facility maintenance, services and equipment. They would meet regularly to evaluate improvement efforts throughout the school. The safety committee would also be responsible for developing and implementing improvement plans. Legacy Preparatory Academy could also improve processes for gathering sufficient data to evaluate the programs designed to meet the social, emotional, counseling, assessment, referral, and career planning needs of all students. For example, valuable information could be gathered on the effectiveness of the Keys of Excellence character education program and the Bullying Prevention Program at the Jr. High level by measuring the number of Administrative Discipline Referrals. These programs can also be measured by looking at the number of students participating in the Principal 100 Club, which is a reward given for demonstrating actions representing one of the Keys of Excellence. Discipline referrals and Principal 100 Club referrals could be tracked through the Behavior Tab, which is a part of the school's Student Information System, OnePoint. This behavior tracking system is currently in place, but is greatly underutilized. This measure needs to be consistently used, and staff need further training in how to use it. Other measures of program effectiveness for the rest of the school's student programs need to be acquired and implemented. Additionally, data should be regularly discussed and reviewed among administration, and shared and discussed with teachers and parents so that we can receive input from all stakeholders. Improvement plans for addressing emotional and social needs of students should be designed more formally and target specific needs. These plans should also be shared with school administrators, teachers, and parents. This can be done in staff meetings, through the monthly newsletters, and on the school's website. As more sufficient data is collected to evaluate these programs through the use of valid and reliable measures, the school counselor, in collaboration with administrators, teachers and parents, should be able to then create more specific improvement plans.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Description of Student Assessments - Word Document Biology 4.1 Quiz (Common Assessment Example) - PDF LPA 14-15 Assessment Plan - Word Document LPA Testing Policy (Currently Under Review) - Word Document 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Description of Student Assessments - Word Document September 2014 Faculty Agenda - Word Document Jr. High RtI Training Presentation - Power Point Examples of Use of Data - PDF 	Level 3

Accreditation Report

Legacy Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Policies specific to data training•Documentation of attendance and training related to data use•Training materials specific to the evaluation, interpretation, and use of data•Description of Student Assessments - Word Document Training Schedule/Example of Assessments Training/PLC Meeting Agenda with notes - PDF	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Evidence of student growth•Evidence of student success at the next level•Description of Student Assessments - Word Document Evidence of Student Growth and Success - Power Point	Level 3

Accreditation Report

Legacy Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Description of Student Assessment - Word DocumentGroup Data for 2014-2015 - Excel SpreadsheetGroup Placement and Interventions - Word DocumentJr. High Newsletter -- Sept -- Word DocumentLPC Weekly Lesson Progress Chart -- Word DocumentParent Survey Results -- Excel Spreadsheet2014 SAGE Results Presentation - Power Point (communication to parents)	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Legacy Preparatory Academy's (LPA's) Self-Assessment indicates that leadership successfully monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. The Parent Survey Results support this finding. LPA leaders communicate information to parents through emails, newsletters, and school website posts. Teachers are informed about student learning through student math and language arts group placements. Directors are informed about student learning and intervention effectiveness through the use of weekly PLC reports.⁵ The school board receives monthly updates on student learning and school improvement prior to and during the monthly board meetings. LPA will continue to use these methods of communication and increase our use of social media to communicate with our stakeholders.

Other strengths identified by the Self-Assessment include collecting and analyzing data from a range of sources, training on the use of data, and determining verifiable improvement for student success. At the start of the 2013-2014 school year, LPA began using Professional Learning Communities (PLCs). These teams of teachers and staff members meet weekly to collaborate in developing tools aimed at monitoring and improving student learning. During the PLC meetings, teachers collect and analyze student performance data, adjust lessons, and implement or monitor student interventions. LPA teachers use the state core along with the standardized state tests (SAGE and DIBELS) to guide our curriculum development and common assessments in our classes. Teachers meet with grade level teams or subject-similar departments weekly to discuss student performance on common assessments, to design common activities and assignments for classes, and to work to improve teaching skills. The Junior High monitors the effectiveness of intervention programs by tracking student performance data such as overall course grades, classroom assessment scores, number of missing assignments, and attendance records. This data is collected before implementation of interventions and regularly throughout the intervention (daily or weekly). As needed, teachers will also meet in vertically aligned PLCs to discuss the progression of core concepts through multiple grades to ensure consistency for students as they move through the school.

If a student is repeatedly below mastery, PLC teams work together to analyze the past interventions and the area in which the student struggles. PLC teams use the Rtl information to determine how the intervention can be changed to best meet a student's needs, and whether the student needs to be referred to Special Education. Our PLC teams are working towards common formative and summative assessments across classrooms and courses as an additional tool in monitoring student learning. Recently our Student Information System created a new program to track and monitor student interventions electronically. LPA will continue collecting and analyzing data through the current programs and Rtl system as we implement this new Intervention Tracker tool.

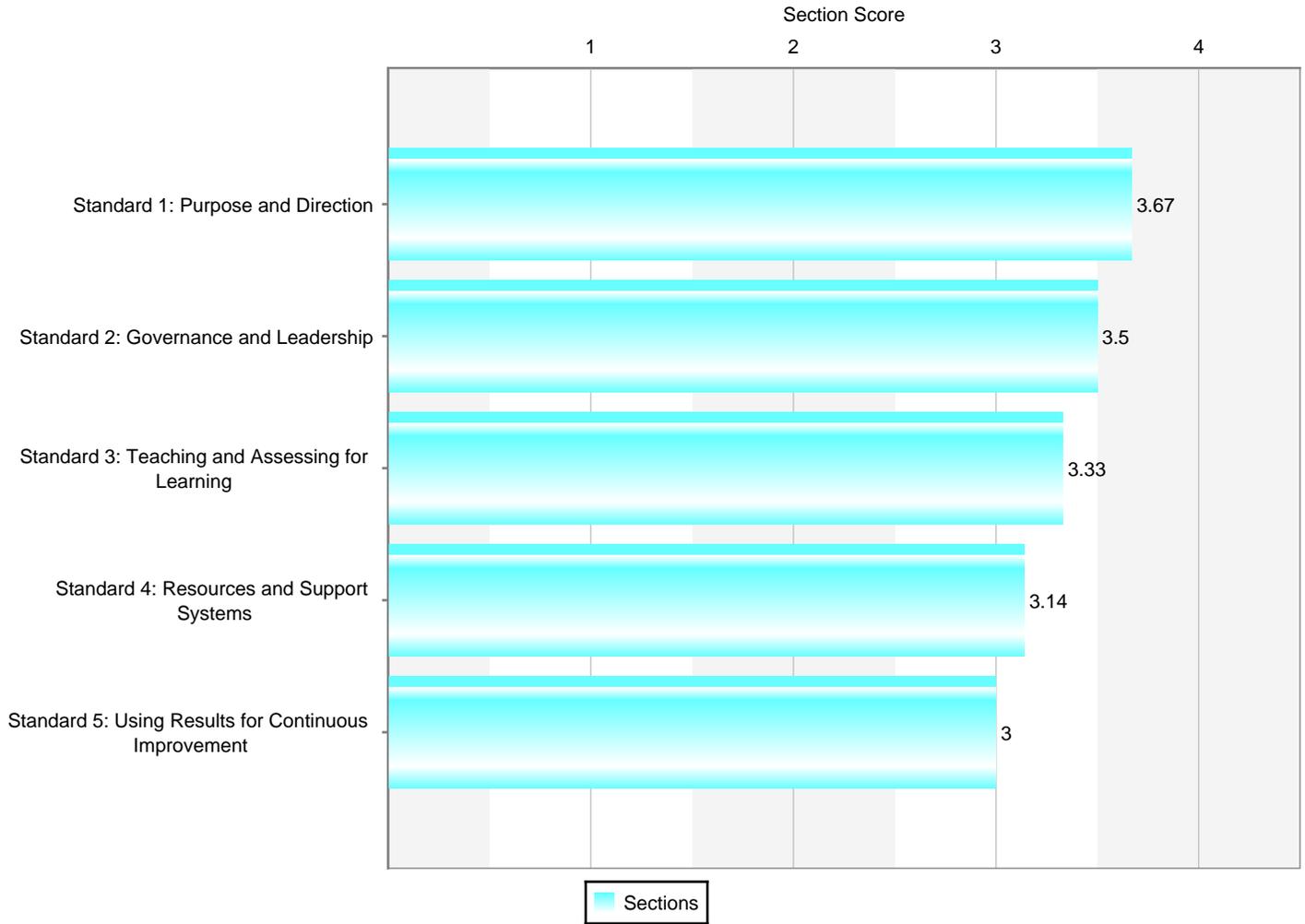
LPA struggles to establish and maintain a clearly defined and comprehensive student assessment system. LPA administers state assessments that include DIBELS, ACT Explore, WIDA Access, DLM, UAA and SAGE Summative. In the past, LPA consistently administered the state assessments. Last year, the internal benchmarks through Mastery Connect were used inconsistently at the Jr. High. However, this year internal benchmarks for the core subjects will be administered systematically for grades 3-9 through SAGE Interim. These state measurements are reliable and bias free, and measure student performance in Math, LA, and Science consistently for the 2014-2015 year. Our PLC teams are working towards common formative and summative assessments across classrooms and courses using tools such as Mastery Connect, Utah Compose, and SAGE Formative. Common assessment development will include periodic evaluation of test items for reliability and bias.

Historically at LPA, the assessment system was evaluated sporadically. A testing policy was developed when the school was established and is out-of-date. An updated testing policy will be completed and published this summer for the 2015-2016 school year. A formal assessment plan was created in August 2014 for the 2014-2015 year and will be the template for future academic years. Additionally, LPA needs develop and implement a formal assessment evaluation procedure to determine effectiveness in improving instruction, student learning, and the conditions that support learning.

For further descriptions of LPA's student assessment systems, data collection and monitoring, and communication of student learning to stakeholders, please review the Description of Student Assessments Systems and Associated Data.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		LPA Crisis Management and Evacuation Plans

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Utah Assurances

Introduction

The Utah Department of Education Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

Utah Assurances for Accreditation

Label	Assurance	Response	Comment	Attachment
	All professional personnel are in compliance with Utah Educator Licensing requirements and are properly licensed and/or endorsed for all assignments in accordance with Board Rule R277-501. (This includes educators assigned as counselors, library media, special ed., etc.)	Yes	At the beginning of the school year, all professional personnel were in compliance with the Utah Educator Licensing requirements and were properly licensed of all assignments in accordance with Board Rule. Unfortunately, LPA's CTE teacher took a corporate job in January of this year, and we currently have a substitute teaching the class while we search for a teacher with the correct qualifications.	

Label	Assurance	Response	Comment	Attachment
	The library media program is directed by a properly licensed and endorsed library media teacher.	No	Although charter schools are exempt from rules governing school libraries as outlined in Utah State Board Rule 53A-1a-511, LPA established a Library at the South Campus in 2008 under the direction of a properly licensed and endorsed librarian. LPA teachers also established strong classroom libraries. Currently, building is underway to house a new Library/Media Center for the North Campus to support and enrich the LPA curriculum. LPA hopes to soon employ a licensed Library Media Teacher to serve both campus libraries.	

Label	Assurance	Response	Comment	Attachment
	Teacher and administrator evaluations are conducted yearly in compliance with district/charter policies and Board Rule R277-531.	Yes		

Label	Assurance	Response	Comment	Attachment
	Early Years Enhancement (EYE) is in place to support teachers in their first three years of service and assure the knowledge and skills necessary to be promoted to a Level 2 Educator License as outlined in Board Rule R277-520.	Yes		

Accreditation Report

Legacy Preparatory Academy

Label	Assurance	Response	Comment	Attachment
	All CACTUS records regarding the school, school personnel licensing, endorsements, etc. is annually updated and kept current.	Yes		

Label	Assurance	Response	Comment	Attachment
	All school employees have been instructed regarding their responsibilities and follow required procedures in cases of suspected child neglect and physical or sexual abuse in accordance with Board Rule R277-401-3.	Yes		

Label	Assurance	Response	Comment	Attachment
	The school has a written policy prohibiting discrimination as per Board Rule R277-112-3-C, and regular training is provided to insure compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
	The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.	Yes		

Label	Assurance	Response	Comment	Attachment
	The school's curriculum and all courses align to, meet or exceed Utah State Core Standards in accordance with Board Rule R277-700.	Yes		

Label	Assurance	Response	Comment	Attachment
	Proficiency criteria are explicitly described in course descriptions per Board Rule R277-700-3.	Yes		

Label	Assurance	Response	Comment	Attachment
	Graduation requirements meet or exceed the Utah State graduation and credit requirements consistent with Board Rule R277-700-7.	Yes	LPA serves students up through the ninth grade.	

Label	Assurance	Response	Comment	Attachment
	Student records are maintained in accordance with FERPA.	Yes		

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		LPA Stakeholder Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Analysis of the Parent and Staff survey responses shows the following areas of overall highest level of satisfaction/approval. Ratings are scaled 1 (lowest) to 5 (highest).

1. Parents responded that Legacy Preparatory Academy's (LPA) purpose statement is clearly focused on student success (rated 4.48). Parents also believe LPA provides a safe learning environment (rated 4.41).
2. Staff responded that LPA's leaders expect staff members to hold all students to high academic standards (rated 4.52). Staff also believe LPA's leaders monitor data related to student achievement (rated 4.50).

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

In the spring of 2010, LPA recognized a need to improve the secondary school RtI program. As a result, the secondary school added RtI team discussions to the regularly scheduled staff meetings on Wednesday afternoons. The secondary school continued to use the RtI staff meeting model during the 2011-2012 school year without much success. At the start of the 2012-2013 school year LPA built an "Advisory" period into the secondary school's class schedule. While this improved the RtI efforts LPA sought out better models.

Several members of LPA's leadership team attended the "PLC at Work" conference led by Richard and Rebecca DuFour in June 2012. Inspired by the PLC models of RtI presented, LPA's Jr. High engaged in a revision and implementation of our current RtI program during the 2013-2014 and 2014-2015 school years. This program stands as an example of how LPA monitors student data to continually hold all students to high academic standards. Students and parents were so happy with this program's focus on student success that the Upper Elementary Grades 5-6 adopted and implemented the program. Grades 3 and 4 are currently incorporating elements of this program into their RtI system.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Comparison of Parent and Staff survey results show consistency with each other in the areas of strengths. Parents and Staff members agree that LPA is focused on student learning and monitors student data to continually hold all students to high academic standards.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Analysis of the Parent and Staff survey responses highlight the following areas of overall lowest level of satisfaction/approval. Ratings are scaled 1 (lowest) to 5 (highest).

1. Parents reported lower satisfaction with the support services provided by LPA (rated 3.54). Parents seem also concerned about a lack of up-to-date computers and other technology used for student learning at LPA (rated 3.61).
2. Staff members reported concern with the formal process to support new staff members in their professional practice (rated 3.65). Staff members also indicate the need for acquisition and support of technology to support student learning (rated 3.69).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

In spring 2010, LPA documented strong parent satisfaction with support services offered by LPA - especially in the elementary grades. These services include use of the Student Learning Plan which shows the lessons for the coming week, documents homework and behavior, records independent reading times, and provides an opportunity for teachers and parents to communicate daily if needed. Implementation and use of this tool received strong parental involvement as a way to support student learning at home for several years. However, our teachers are finding that many parents currently do not use the tool consistently.

As a result of these findings, LPA researched and found that the best improvement to student learning occurs when students are involved in their own academic reporting and planning. Research shows that this strategy has an effect size of 1.44. LPA leadership then searched for programs that experience greater success implementing this strategy and learned about the "Leader in Me" program. Elements of this program teach students to track their learning and take a leadership role in their school communities. As students see their progress and experience leadership, they take more responsibility for their learning. Students are more engaged in lessons, complete work more successfully, and lead their own conferences with parents and teachers. LPA is currently preparing to implement the "Leader in Me" program for the 2015-2016 school year.

What are the implications for these stakeholder perceptions?

Parents and Staff survey results show that LPA needs to improve student access to computers and use of technology in the classroom setting. In response to this concern, LPA's Executive Director sought out support to improve our technology resources. At the December 2014 Board Meeting, Silver Eagle Refinery initiated a large donation that will expand our technology. Two additional computer labs will be installed this summer in the new wing of LPA's North Campus in addition to updating and expanding the network servers at both campuses.

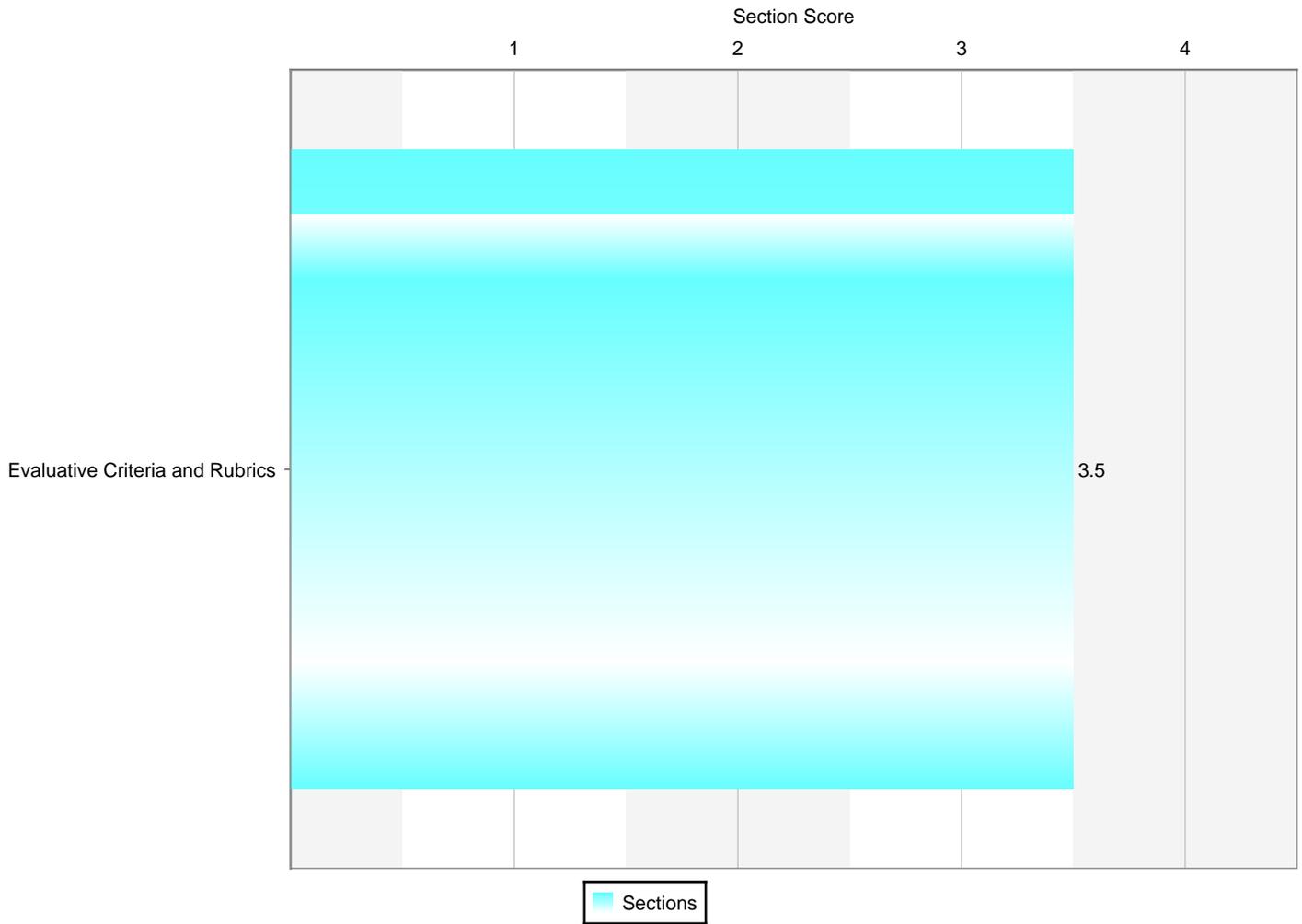
many strong supports already in place for students and staff. LPA leadership will strive to better communicate the availability of these supports to our stakeholders.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

LPA's other sources of stakeholder feedback are consistent with the goals administration and staff have set to improve student access to computers and use of technology in the classroom settings.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		LPA Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Academic comparisons demonstrate that students from LPA perform similarly or better than our peers in most categories over the last three years. LPA's academic performance is compared to Utah State proficiency scores on the CRTs and SAGE tests and to demographic state-predicted expectations. LPA surpassed state averages on all state standardized exams. LPA's performance is also compared to the local Davis School District (DSD) scores because most of our students live within their boundaries. LPA surpassed Davis District averages and local Davis District Junior High averages on all state standardized exams in the last year.

Specifically, in the analysis of LPA's student performance, we've learned that our students have performed above demographic predictions provided by the Utah State Office of Education (USOE) in both Science and Math. Figure 4 illustrates that on 2014 SAGE tests, LPA students not only performed better than predicted demographics, but also better than DSD averages, and state averages in Science and Math. LPA Math proficiency was 49% compared to the predicted 44% and our Science proficiency was 55% compared to the predicted 51%.

Describe the area(s) that show a positive trend in performance.

While looking at areas of LPA's overall highest and lowest performances, LPA has tried to learn more about the differences in student learning between the CRTs and SAGE. According to recent SAGE 2014 testing, LPA's overall highest performance was in Science with a proficiency of 55%. As a K-9 school, we also looked at the separate reports for Elementary and Jr. High. The Elementary grades performed highest on the SAGE test in Math with a proficiency of 50%. This is consistent with the previous two years of CRT scores for grades 03-08. LPA's highest proficiency scores in 2012 and in 2013 were in Math with 88% and 89% respectively. The Junior High grades performed highest on the SAGE test in Science with a proficiency of 65%. This is not consistent with the previous two years of CRT scores.

According to recent SAGE 2014 testing, Figure 4 shows that LPA's overall lowest performance was in Language Arts with a proficiency of 48%. There are differences between Elementary and Jr. High reports. The Elementary grades performed lowest on the SAGE test in Language Arts with a proficiency of 45%. This is not consistent with the previous two years of CRT scores for grades 03-08. LPA's lowest proficiency scores in 2012 and 2013 were in Science with 85% and 84% respectively. The Junior High performed lowest on the SAGE test in Math with a proficiency of 47%. Again, this is not consistent with the previous two years of CRT scores.

Which area(s) indicate the overall highest performance?

LPA recognizes that in the transition to new state standards and the use of SAGE, we need to closely analyze SAGE reporting categories. Our analysis of SAGE Language Arts results shows that our highest reporting categories are Language, Writing, and Listening and Comprehension. Our analysis of SAGE Math results shows highest performance in Number and Operations in grades 3 - 5; The Number System and Geometry in grades 6 - 8; and Algebra, Number & Quantities, and Functions in Secondary Math courses.

Which subgroup(s) show a trend toward increasing performance?

LPA used Median Growth data from the 2012 and 2013 CRTs to analyze subgroup growth. Disaggregated Median Growth data is not available from the Science 2012 and 2013 CRTs, nor is it available for individual 2014 SAGE tests. The Overall Median Growth and Achievement points for the 2014 SAGE test are available. LPA earned more Growth & Achievement points than local Jr. High Schools.

Analysis of the Language Arts Disaggregated Median Growth data shows that all subgroups improved performance according to the 2012 and 2013 CRT data. Analysis of the Math Disaggregated Median Growth data shows that the White and Economically Disadvantaged subgroups improved Math performance.

Between which subgroups is the achievement gap closing?

In LPA's analysis of GAP reports of Disaggregated Data we learn that achievement gaps are smaller for economically disadvantaged students than other subgroups of students, especially in Math. According to 2014 SAGE results, economically disadvantaged students have a -4% gap in Language Arts and a -1% gap in Math, which is pretty similar to the previous two years of CRT scores.

Which of the above reported findings are consistent with findings from other data sources?

The positive growth in Language Arts and the declining growth in Math was also noted when LPA implemented their new Jr. High Rtl program at the beginning of the 2013-2014 school year. This program provided a FLEX program between 1st and 2nd periods four days a week, a DEEP lunch program, and an after school ASAP program. The student data from each year was edited to only contain the students who attended during both academic years. Figure 23 depicts improvement of core class GPA from 2012-13 to 2013-14. While the average student GPA improved in all core classes it is noted that Math only improved .02 points compared to .27 points in Language Arts.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

LPA learned that our students have performed a little below predicted levels in Language Arts although they are still performing above the local school district and state averages. On 2014 SAGE tests, LPA Language Arts proficiency was 48% compared to the predicted 49%.

Describe the area(s) that show a negative trend in performance.

While looking at areas of LPA's overall highest and lowest performances, LPA has tried to learn more about the differences in student learning between the CRTs and SAGE. According to recent SAGE 2014 testing, LPA's overall highest performance was in Science with a proficiency of 55%. As a K-9 school, we also looked at the separate reports for Elementary and Jr. High. The Elementary grades performed highest on the SAGE test in Math with a proficiency of 50%. This is consistent with the previous two years of CRT scores for grades 03-08. LPA's highest proficiency scores in 2012 and in 2013 were in Math with 88% and 89% respectively. The Junior High grades performed highest on the SAGE test in Science with a proficiency of 65%. This is not consistent with the previous two years of CRT scores.

According to recent SAGE 2014 testing, Figure 4 shows that LPA's overall lowest performance was in Language Arts with a proficiency of 48%. There are differences between Elementary and Jr. High reports. The Elementary grades performed lowest on the SAGE test in Language Arts with a proficiency of 45%. This is not consistent with the previous two years of CRT scores for grades 03-08. LPA's lowest proficiency scores in 2012 and 2013 were in Science with 85% and 84% respectively. The Junior High performed lowest on the SAGE test in Math with a proficiency of 47%. Again, this is not consistent with the previous two years of CRT scores.

Which area(s) indicate the overall lowest performance?

Analysis of 2014 SAGE Language Arts scores shows that our lowest reporting categories are in Integration of Knowledge and Ideas, Reading Informational Text, and Craft and Structure. Analysis of 2014 SAGE Mathematics scores shows that our lowest reporting categories are Measurement and Data, Geometry, and Operations and Algebraic Thinking in grades 3 - 5; Expressions and Equations, and Statistics and Probability in grades 6 - 8; and Statistics and Geometry in Secondary Math.

Which subgroup(s) show a trend toward decreasing performance?

LPA used Median Growth data from the 2012 and 2013 CRTs to analyze subgroup growth. Disaggregated Median Growth data is not available from the Science 2012 and 2013 CRTs, nor is it available for individual 2014 SAGE tests. The Overall Median Growth and Achievement points for the 2014 SAGE test are available and illustrated in Figure 22. LPA earned more Growth & Achievement points than local Jr. High Schools.

Analysis of the Math Disaggregated Median Growth data shows that the White and Economically Disadvantaged subgroups improved Math performance while the Hispanic and Students with Disabilities subgroups showed significant decrease in Math.

Between which subgroups is the achievement gap becoming greater?

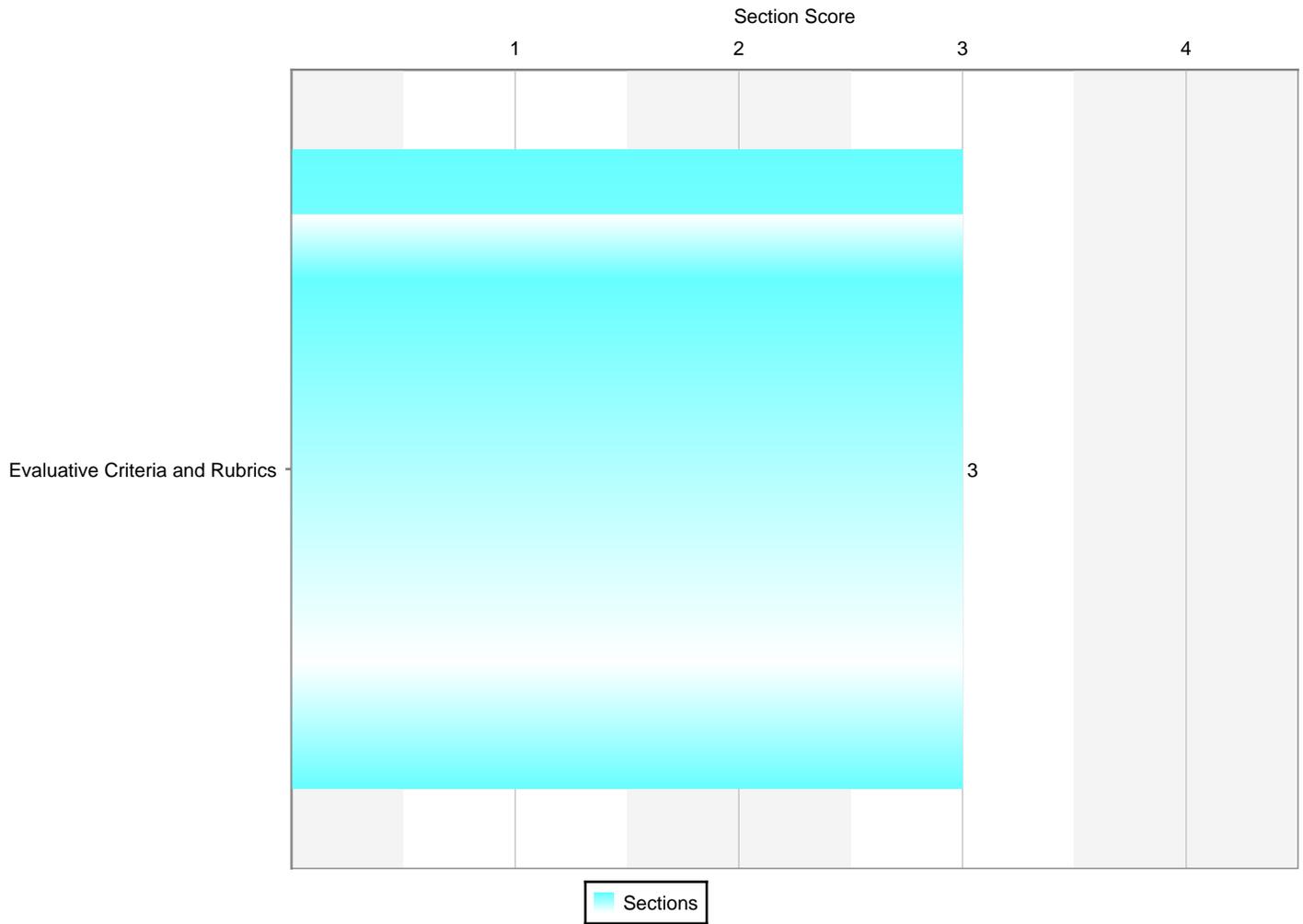
According to 2014 SAGE results, Hispanic students have a -10% gap in Language Arts, which is greater than the gap from previous years. And in Math, Hispanic students have a -9% gap, which is a bit better than the previous year, but not 2 years ago. Students with disabilities have the greatest achievement gap. According to 2014 SAGE results, the gap in Language Arts for students with disabilities is -37%, which is a significant gap increase from the previous two years. Although the 2014 SAGE Math gap is quite similar to the previous two years, it is still a concern at -25%.

Which of the above reported findings are consistent with findings from other data sources?

The positive growth in Language Arts and the declining growth in Math was also noted when LPA implemented their new Jr. High RtI program at the beginning of the 2013-2014 school year. This program provided a FLEX program between 1st and 2nd periods four days a week, a DEEP lunch program, and an after school ASAP program. The student data from each year was edited to only contain the students who attended during both academic years. Figure 23 depicts improvement of core class GPA from 2012-13 to 2013-14. While the average student GPA improved in all core classes it is noted that Math only improved .02 points compared to .27 points in Language Arts.

Report Summary

Scores By Section



Student Support Plan

Overview

Plan Name

Student Support Plan

Plan Description

LPA's Student Support Plan outlines strategies and activities to support stakeholders as they take leadership roles in academic accountability. Specifically, these strategies address implementation of the "Leader in Me" program, evaluation and revision of Response to Intervention programs, student College and Career Readiness resources, crisis management, and student social and emotional growth.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All stakeholders at Legacy Preparatory Academy will take leadership roles in academic accountability.	Objectives: 3 Strategies: 5 Activities: 21	Organizational	\$0

Goal 1: All stakeholders at Legacy Preparatory Academy will take leadership roles in academic accountability.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior of leadership and accountability for all stakeholders by 05/31/2018 as measured by implementation of the "Leader in Me" program..

Strategy 1:

Establish the Leader in Me Program - LPA teachers and administration will design and follow a three year implementation plan to establish the "Leader in Me" program for all stakeholders.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will participate in "Leader in Me" training. The focus will be on incorporating the 7 Habits, leadership roles, and leadership portfolios/binders into academic and social growth.	Professional Learning	08/03/2015	05/31/2018	\$0	State Funds	Administration
Activity - School Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will model Leadership and Accountability by first establishing clear and measurable school-wide goals and department/grade level goals. Secondly, administration and teachers will track and share progress towards these goals with students and the LPA community.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Administration and Teachers
Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LPA will share opportunities for parents to learn about the "Leader in Me" program in order to support their students in learning the 7 Habits, developing leadership roles, and building portfolios and leadership binders.	Parent Involvement	08/03/2015	05/31/2018	\$0	No Funding Required	Administration, Teachers, Students
Activity - Establish Student Leadership Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establishment of Student Leadership Portfolios with include students establishing personal and measurable academic goals and tracking and/or gathering evidence of progress.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Students and Teachers
Activity - Establish Student Leadership Roles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establishment of Student Leadership roles to build greater student contributions to school activities, classroom learning, and academic growth.	Behavioral Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	All Stakeholders

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Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their leadership portfolios/binders to lead conferences with their parents and teachers.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Students and Teachers

Activity - Board Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Governing Board Members will continue to participate in board training with an emphasis on the difference between governance and management.	Professional Learning	08/03/2015	05/31/2018	\$0	No Funding Required	Board Members

Measurable Objective 2:

collaborate to strengthen Response to Intervention Procedures to support Accountability goals by 05/31/2018 as measured by improved student achievement and growth as reported by state assessments.

Strategy 1:

Revise Rtl Procedures - LPA administration and teachers will collaborate to review effectiveness of current Rtl procedures and revise procedures to improve student learning.

Activity - Jr. High Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jr. High staff will review effectiveness of Rtl interventions specifically those addressing skill deficits. Revise procedures to improve effectiveness.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	Jr. High Staff

Activity - Elementary Rtl Assessment Review and Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Elementary, identify strengths and weaknesses to review and revise current placement tests for achievement groups and implement more effective benchmark tests to measure progress toward grade level goals and effectiveness of interventions.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	Elementary Staff

Activity - Jr. High Rtl Assessment Review and Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Jr. High, administration and teachers will revise placement tests for leveled instruction to identify students for interventions to be provided during FLEX or other leveled class periods. They will also revise benchmark tests to measure progress towards department goals and to monitor progress of interventions and student learning.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	Jr. High Staff

Activity - Online Intervention Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish clear procedures to track student progress measured by objective data managed and recorded through LPA's online intervention tool.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	Administration and Teachers

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Activity - Special Education Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through faculty and staff training, Special Education staff will continue to provide clearly defined responses to intervention and referral procedures for Special Education services.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	Special Education Staff

Strategy 2:

Strengthen PLCs - LPA will continue to strengthen PLC collaboration by providing professional development and protecting PLC meeting times.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representative from each grade or department will attend the DuFour Professional Learning community (PLC) conference to improve the function and efficiency of grade team and department PLCs. Common assessments in reading/writing will be developed during these meetings each week.	Professional Learning	08/03/2015	05/31/2018	\$0	State Funds	Administration

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade-level and vertical PLCs to identify math/reading/writing benchmarks per grade. These benchmarks are necessary to determine student proficiency at each grade level and help identify students who are deficient in core academic skills.	Professional Learning	08/03/2015	05/31/2018	\$0	No Funding Required	Grade-level Leads, Department Chairs, and Teachers

Activity - Program Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All academic and support PLCs will review their programs annually. Evaluations will focus on the program's effectiveness and affect on student learning. When needed, PLCs will revise programs as indicated by these evaluations.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	All Staff

Measurable Objective 3:

collaborate to strengthen support services to support accountability goals by 05/31/2018 as measured by stakeholder surveys.

Strategy 1:

Crisis Management Team - The Crisis Management Team will communicate to the LPA community emergency plans and training to serve student needs.

Activity - Communication to Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Crisis Management Team will keep stakeholders posted concerning emergency plans and trainings via the website and during regularly scheduled faculty meetings.	Policy and Process	08/03/2015	05/31/2018	\$0	No Funding Required	Crisis Management Team

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Legacy Preparatory Academy

Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LPA's Crisis Management Team will invite students to participate in leadership roles to create a safe environment.	Community Engagement	08/03/2015	05/31/2018	\$0	No Funding Required	Crisis Management Team

Strategy 2:

Student Support Services - LPA counseling services will collaborate with students and play an integral role in the "Leader in Me" program to build accountability and to prepare students for college and career readiness.

Activity - College and Career Awareness Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jr. High 7th Grade College and Career Awareness teacher will align instruction with the new Utah state standards in order for students to explore their career interests and prepare for college. This teacher will work with the school counselor to develop and incorporate varied student career development activities through the course.	Career Preparation/Orientation	08/03/2015	05/31/2018	\$0	No Funding Required	Jr. High Counselor and Director, and 7th grade College and Career Awareness Teacher

Activity - Individual Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will meet individually with their parents and the school counselor to discuss the student's areas of strength and interests which are used to set goals and develop plans for High School courses and future career and educational experiences. Students will team with the counselor to lead the meeting.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Jr. High Counselor and Students

Activity - Group Career Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students will participate in group activities where they will add to their "Plan for College and Career Readiness." Activities include career interest surveys, instruction on setting specific goals, and development of an implementation plan for those goals as they take the lead in their education.	Career Preparation/Orientation	08/03/2015	05/31/2018	\$0	No Funding Required	Jr. High Counselor and Students

Activity - Social and Emotional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jr. High Counselor will provide social and emotional support to students and incorporate student participation through leadership roles.	Behavioral Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Jr. High Counselor and Students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Administration and teachers will participate in "Leader in Me" training. The focus will be on incorporating the 7 Habits, leadership roles, and leadership portfolios/binders into academic and social growth.	Professional Learning	08/03/2015	05/31/2018	\$0	Administration
Professional Development	A representative from each grade or department will attend attend the DuFour Professional Learning community (PLC) conference to improve the function and efficiency of grade team and department PLCs. Common assessments in reading/writing will be developed during these meetings each week.	Professional Learning	08/03/2015	05/31/2018	\$0	Administration
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Group Career Activities	9th grade students will participate in group activities where they will add to their "Plan for College and Career Readiness." Activities include career interest surveys, instruction on setting specific goals, and development of an implementation plan for those goals as they take the lead in their education.	Career Preparation/Orientation	08/03/2015	05/31/2018	\$0	Jr. High Counselor and Students
Individual Planning Meetings	8th grade students will meet individually with their parents and the school counselor to discuss the student's areas of strength and interests which are used to set goals and develop plans for High School courses and future career and educational experiences. Students will team with the counselor to lead the meeting.	Academic Support Program	08/03/2015	05/31/2018	\$0	Jr. High Counselor and Students
College and Career Awareness Instruction	The Jr. High 7th Grade College and Career Awareness teacher will align instruction with the new Utah state standards in order for students to explore their career interests and prepare for college. This teacher will work with the school counselor to develop and incorporate varied student career development activities through the course.	Career Preparation/Orientation	08/03/2015	05/31/2018	\$0	Jr. High Counselor and Director, and 7th grade College and Career Awareness Teacher

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Legacy Preparatory Academy

Elementary Rtl Assessment Review and Revision	In the Elementary, identify strengths and weaknesses to review and revise current placement tests for achievement groups and implement more effective benchmark tests to measure progress toward grade level goals and effectiveness of interventions.	Policy and Process	08/03/2015	05/31/2018	\$0	Elementary Staff
Social and Emotional Growth	The Jr. High Counselor will provide social and emotional support to students and incorporate student participation through leadership roles.	Behavioral Support Program	08/03/2015	05/31/2018	\$0	Jr. High Counselor and Students
Online Intervention Tool	Establish clear procedures to track student progress measured by objective data managed and recorded through LPA's online intervention tool.	Policy and Process	08/03/2015	05/31/2018	\$0	Administration and Teachers
Parent Involvement	LPA will share opportunities for parents to learn about the "Leader in Me" program in order to support their students in learning the 7 Habits, developing leadership roles, and building portfolios and leadership binders.	Parent Involvement	08/03/2015	05/31/2018	\$0	Administration, Teachers, Students
Jr. High Review	Jr. High staff will review effectiveness of Rtl interventions specifically those addressing skill deficits. Revise procedures to improve effectiveness.	Policy and Process	08/03/2015	05/31/2018	\$0	Jr. High Staff
Establish Student Leadership Roles	Establishment of Student Leadership roles to build greater student contributions to school activities, classroom learning, and academic growth.	Behavioral Support Program	08/01/2016	05/31/2018	\$0	All Stakeholders
School Goals	Administration and teachers will model Leadership and Accountability by first establishing clear and measurable school-wide goals and department/grade level goals. Secondly, administration and teachers will track and share progress towards these goals with students and the LPA community.	Academic Support Program	08/03/2015	05/31/2018	\$0	Administration and Teachers
Jr. High Rtl Assessment Review and Revision	In the Jr. High, administration and teachers will revise placement tests for leveled instruction to identify students for interventions to be provided during FLEX or other leveled class periods. They will also revise benchmark tests to measure progress towards department goals and to monitor progress of interventions and student learning.	Policy and Process	08/03/2015	05/31/2018	\$0	Jr. High Staff
Special Education Support	Through faculty and staff training, Special Education staff will continue to provide clearly defined responses to intervention and referral procedures for Special Education services.	Policy and Process	08/03/2015	05/31/2018	\$0	Special Education Staff
Establish Student Leadership Portfolios	Establishment of Student Leadership Portfolios with include students establishing personal and measurable academic goals and tracking and/or gathering evidence of progress.	Academic Support Program	08/03/2015	05/31/2018	\$0	Students and Teachers
Vertical Alignment	Teachers will participate in grade-level and vertical PLCs to identify math/reading/writing benchmarks per grade. These benchmarks are necessary to determine student proficiency at each grade level and help identify students who are deficient in core academic skills.	Professional Learning	08/03/2015	05/31/2018	\$0	Grade-level Leads, Department Chairs, and Teachers
Student Led Conferences	Students will use their leadership portfolios/binders to lead conferences with their parents and teachers.	Academic Support Program	08/03/2015	05/31/2018	\$0	Students and Teachers

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Legacy Preparatory Academy

Student Involvement	LPA's Crisis Management Team will invite students to participate in leadership roles to create a safe environment.	Community Engagement	08/03/2015	05/31/2018	\$0	Crisis Management Team
Program Evaluations	All academic and support PLCs will review their programs annually. Evaluations will focus on the program's effectiveness and affect on student learning. When needed, PLCs will revise programs as indicated by these evaluations.	Policy and Process	08/03/2015	05/31/2018	\$0	All Staff
Board Training	Governing Board Members will continue to participate in board training with an emphasis on the difference between governance and management.	Professional Learning	08/03/2015	05/31/2018	\$0	Board Members
Communication to Stakeholders	The Crisis Management Team will keep stakeholders posted concerning emergency plans and trainings via the website and during regularly scheduled faculty meetings.	Policy and Process	08/03/2015	05/31/2018	\$0	Crisis Management Team
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Academic Plan

Overview

Plan Name

Academic Plan

Plan Description

LPA's Academic plan outlines strategies and activities to support student learning in Reading, Writing, and Mathematics.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Legacy Preparatory Academy will achieve mastery of basic literacy skills, higher order comprehension, and writing skills which express students' integration of knowledge and ideas.	Objectives: 2 Strategies: 5 Activities: 10	Academic	\$0
2	All students at Legacy Preparatory Academy will achieve mastery of arithmetic skills and mathematical operations, and go on to develop logic and abstract mathematical reasoning and higher order problem solving skills.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$0

Goal 1: All students at Legacy Preparatory Academy will achieve mastery of basic literacy skills, higher order comprehension, and writing skills which express students' integration of knowledge and ideas.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows integration of knowledge and ideas through written expression in English Language Arts by 05/31/2018 as measured by increased proficiency on SAGE tests or documented in student portfolio binders.

Strategy 1:

Writing Professional Development - Elementary and Language Arts teachers will receive professional development needed to improve writing instruction.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in Self-Regulated Strategy Writing Instruction; a research-based writing strategy for specific writing genres with a 1.32 effect size. Professional Development will include building self-directed student writing in narrative, expository, persuasive and informative writing.	Professional Learning	08/03/2015	05/31/2018	\$0	State Funds	Assistant Directors

Strategy 2:

Writing Instruction - Elementary and Jr. High teachers will provide more writing instruction in subject areas other than Language Arts thereby giving students opportunities to write about topics rich in informational text.

Activity - PLC - Benchmark Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade-level and vertical PLCs to identify writing benchmarks per grade.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Elementary and Jr. High Language Arts Teachers, and Assistant Directors

Activity - Integration of Utah State Standards and Core Knowledge Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement State guidelines and Core Knowledge Sequence in their 180 day plans to teach students different writing genres such as narrative, expository, opinion, and argumentative.	Direct Instruction	08/03/2015	05/31/2018	\$0	No Funding Required	Grade Managers, Department Chairs

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Activity - PLC - Writing Lesson Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade-level PLCs to prepare and share writing lessons instructing students in different writing genres using various topics rich in informational text in all subject areas.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	All Elementary and Jr. High Teachers and PLC Leaders

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of grade level reading fluency and comprehension or 20% growth in reading fluency and comprehension in English Language Arts by 05/31/2018 as measured by grade appropriate benchmark tests.

Strategy 1:

Reading Professional Development - Administrators will continue to provide teachers with professional development in Direct Instruction, Reading Mastery, and intervention curricula.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Directors will schedule and perform teacher training in Direct Instruction, Reading Mastery, and intervention curricula. These training opportunities will begin during the 10 days before the school year and in staff meetings throughout the school year.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Assistant Directors

Activity - Reading Fluency Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Directors will schedule and perform teacher training in Reading, specifically in Reading Fluency and Comprehension strategies. These training opportunities will begin during the 10 days before the school year and in staff meetings throughout the school year.	Professional Learning	08/03/2015	05/31/2018	\$0	No Funding Required	Assistant Directors

Strategy 2:

Benchmark Assessment and Progress Monitoring - Teachers will administer benchmark assessments to identify the reading needs of their students. Teachers will also use progress monitoring assessments to document student response to instruction and/or intervention.

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LPA will use DIBELS and other grade level assessments to identify and track student reading goals.	Academic Support Program	08/03/2015	05/31/2018	\$0	State Funds	Administration, Assistant Directors, Teachers, and Students

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Legacy Preparatory Academy

LPA will provide professional development to teachers addressing collection and use of student performance data resulting from benchmark and progress monitoring assessments.	Professional Learning	08/03/2015	05/31/2018	\$0	No Funding Required	Administration
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Strategy 3:

Leveled Instruction - LPA teaches reading in small groups in the Elementary and leveled classes in the Junior High to provide achievement level instruction to enhance individual student learning readiness and capabilities.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LPA will continue use of Direct Instruction and Reading Mastery curricula in small reading achievement groups	Direct Instruction	08/03/2015	05/31/2018	\$0	No Funding Required	Assistant Directors, Teachers, and Instructors

Activity - Intervention Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In Elementary grades, LPA will continue to use intervention reading curricula addressing skill deficits including Corrective Reading. In the Jr. High, LPA will identify curricula to address reading deficits and provide instruction in small group classes during FLEX or other leveled class periods.	Direct Instruction	08/03/2015	05/31/2018	\$0	State Funds	Administration, Language Arts vertical PLCs

Goal 2: All students at Legacy Preparatory Academy will achieve mastery of arithmetic skills and mathematical operations, and go on to develop logic and abstract mathematical reasoning and higher order problem solving skills.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of grade level skills or 20% growth in skills in Mathematics in Mathematics by 05/31/2018 as measured by grade and course appropriate benchmark tests..

Strategy 1:

Professional Development - Administrators will continue to provide teachers with professional development in curricula needed to help students develop logic and abstract mathematical reasoning.

Activity - K-4 Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assistant Directors will continue to schedule and perform teacher training in Direct Instruction programs for Elementary teachers in grades K-4 to develop mastery of arithmetic skills. These training opportunities begin during the 10 days before the school year and in staff meetings throughout the school year.	Professional Learning	08/03/2015	05/31/2018	\$0	No Funding Required	Assistant Directors
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Activity - 5th - 9th Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will schedule and provide a 4-day training for teachers in grades 5 - 9 to implement math curricula such as College Preparatory Math (CPM) to develop logic and abstract mathematical reasoning and higher order problem solving skills. This training will occur before the 2015-2016 school year. A resident Math teacher from these grades will provide additional CPM support throughout the school year during Jr. high Math PLCs and Upper Elementary meetings throughout the school year.	Professional Learning	08/03/2015	05/31/2018	\$0	State Funds	Administration, Resident Teacher CPM Specialist

Strategy 2:

Math Curricula Evaluation - LPA's vertical math PLC will continue to evaluate current Math curricula in order to identify areas in need of additional resources and support as indicated by student benchmark assessments and detailed alignment to Utah's State Standards.

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LPA will use grade level benchmark assessments to identify and track student mathematics goals. LPA will evaluate trends in student performance to identify possible curricular deficits.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Administration, Assistant Directors, and Teachers

Activity - Curricula Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LPA will align the Math curricula to Utah's State Standards and identify deficits in need of additional resources and support. The K-4 Math PLC will continue to align and supplement SAXON and CMC curricula to Utah's State Standards. The 5-9 Math PLCs will align the CPM curriculum to Utah's State Standards.	Direct Instruction	08/03/2015	05/31/2018	\$0	State Funds	Administration, Assistant Directors, Teachers

Strategy 3:

Math Leveled Instruction - LPA teaches Math in small groups in Elementary and leveled classes in Junior High to provide achievement level instruction to enhance individual student learning readiness and capabilities.

Activity - PLC Benchmark Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in grade-level and vertical PLCs to identify writing benchmarks per grade.	Academic Support Program	08/03/2015	05/31/2018	\$0	No Funding Required	Elementary and Jr. High Mathematics Teachers, and Assistant Directors
Activity - Grades K-4: SAXON and CMC Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Elementary grades K-4, LPA will continue use of SAXON and CMC Math curricula in small math achievement groups.	Direct Instruction	08/03/2015	05/31/2018	\$0	No Funding Required	Assistant Directors, Teachers, and Instructors
Activity - Grades 5-9: College Preparatory Math & Bridges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades 5-9, LPA will implement the use of Mathematics curricula that incorporate cooperative learning, such as College Preparatory Math (CPM) and Bridges, in small course specific classes.	Direct Instruction	08/03/2015	05/31/2018	\$0	State Funds	Assistant Director, Grade Lead, Math Department Chair, Teachers, and Instructors
Activity - Intervention Curricula	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades K-4, LPA will identify and use Math curriculum addressing skill deficits. In grades 5-9, LPA will identify intervention curriculum to address Math deficits and provide instruction in small group classes during FLEX or other leveled class periods.	Direct Instruction	08/03/2015	05/31/2018	\$0	State Funds	Administration, Math Vertical PLCs

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Curriculum	In Elementary grades, LPA will continue to use intervention reading curricula addressing skill deficits including Corrective Reading. In the Jr. High, LPA will identify curricula to address reading deficits and provide instruction in small group classes during FLEX or other leveled class periods.	Direct Instruction	08/03/2015	05/31/2018	\$0	Administration , Language Arts vertical PLCs
Grades 5-9: College Preparatory Math & Bridges	In grades 5-9, LPA will implement the use of Mathematics curricula that incorporate cooperative learning, such as College Preparatory Math (CPM) and Bridges, in small course specific classes.	Direct Instruction	08/03/2015	05/31/2018	\$0	Assistant Director, Grade Lead, Math Department Chair, Teachers, and Instructors
Curricula Alignment	LPA will align the Math curricula to Utah's State Standards and identify deficits in need of additional resources and support. The K-4 Math PLC will continue to align and supplement SAXON and CMC curricula to Utah's State Standards. The 5-9 Math PLCs will align the CPM curriculum to Utah's State Standards.	Direct Instruction	08/03/2015	05/31/2018	\$0	Administration Assistant Directors Teachers
5th - 9th Math Professional Development	Administrators will schedule and provide a 4-day training for teachers in grades 5 - 9 to implement math curricula such as College Preparatory Math (CPM) to develop logic and abstract mathematical reasoning and higher order problem solving skills. This training will occur before the 2015-2016 school year. A resident Math teacher from these grades will provide additional CPM support throughout the school year during Jr. high Math PLCs and Upper Elementary meetings throughout the school year.	Professional Learning	08/03/2015	05/31/2018	\$0	Administration , Resident Teacher CPM Specialist
Intervention Curricula	In grades K-4, LPA will identify and use Math curriculum addressing skill deficits. In grades 5-9, LPA will identify intervention curriculum to address Math deficits and provide instruction in small group classes during FLEX or other leveled class periods.	Direct Instruction	08/03/2015	05/31/2018	\$0	Administration , Math Vertical PLCs

Accreditation Report

Legacy Preparatory Academy

Assessments	LPA will use DIBELs and other grade level assessments to identify and track student reading goals.	Academic Support Program	08/03/2015	05/31/2018	\$0	Administration , Assistant Directors, Teachers, and Students
Professional Development	Teachers will receive training in Self-Regulated Strategy Writing Instruction; a research-based writing strategy for specific writing genres with a 1.32 effect size. Professional Development will include building self-directed student writing in narrative, expository, persuasive and informative writing.	Professional Learning	08/03/2015	05/31/2018	\$0	Assistant Directors
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-4 Math Professional Development	Assistant Directors will continue to schedule and perform teacher training in Direct Instruction programs for Elementary teachers in grades K-4 to develop mastery of arithmetic skills. These training opportunities begin during the 10 days before the school year and in staff meetings throughout the school year.	Professional Learning	08/03/2015	05/31/2018	\$0	Assistant Directors
PLC - Benchmark Identification	Teachers will participate in grade-level and vertical PLCs to identify writing benchmarks per grade.	Academic Support Program	08/03/2015	05/31/2018	\$0	Elementary and Jr. High Language Arts Teachers, and Assistant Directors
Reading Fluency Professional Development	Assistant Directors will schedule and perform teacher training in Reading, specifically in Reading Fluency and Comprehension strategies. These training opportunities will begin during the 10 days before the school year and in staff meetings throughout the school year.	Professional Learning	08/03/2015	05/31/2018	\$0	Assistant Directors
PLC - Writing Lesson Collaboration	Teachers will work in grade-level PLCs to prepare and share writing lessons instructing students in different writing genres using various topics rich in informational text in all subject areas.	Academic Support Program	08/03/2015	05/31/2018	\$0	All Elementary and Jr. High Teachers and PLC Leaders
Professional Development	Assistant Directors will schedule and perform teacher training in Direct Instruction, Reading Mastery, and intervention curricula. These training opportunities will begin during the 10 days before the school year and in staff meetings throughout the school year.	Academic Support Program	08/03/2015	05/31/2018	\$0	Assistant Directors

Accreditation Report

Legacy Preparatory Academy

Assessments	LPA will use grade level benchmark assessments to identify and track student mathematics goals. LPA will evaluate trends in student performance to identify possible curricular deficits.	Academic Support Program	08/03/2015	05/31/2018	\$0	Administration, Assistant Directors, and Teachers
Professional Development	LPA will provide professional development to teachers addressing collection and use of student performance data resulting from benchmark and progress monitoring assessments.	Professional Learning	08/03/2015	05/31/2018	\$0	Administration
Grades K-4: SAXON and CMC Math	In the Elementary grades K-4, LPA will continue use of SAXON and CMC Math curricula in small math achievement groups.	Direct Instruction	08/03/2015	05/31/2018	\$0	Assistant Directors, Teachers, and Instructors
Direct Instruction	LPA will continue use of Direct Instruction and Reading Mastery curricula in small reading achievement groups	Direct Instruction	08/03/2015	05/31/2018	\$0	Assistant Directors, Teachers, and Instructors
PLC Benchmark Identification	Teachers will participate in grade-level and vertical PLCs to identify writing benchmarks per grade.	Academic Support Program	08/03/2015	05/31/2018	\$0	Elementary and Jr. High Mathematics Teachers, and Assistant Directors
Integration of Utah State Standards and Core Knowledge Sequence	Teachers will continue to implement State guidelines and Core Knowledge Sequence in their 180 day plans to teach students different writing genres such as narrative, expository, opinion, and argumentative.	Direct Instruction	08/03/2015	05/31/2018	\$0	Grade Managers, Department Chairs
Total					\$0	